

# **Attachment C: Pre-work Assignment: Data Collection Planning Worksheet**

## **Culture of Continuous Learning Project: A Breakthrough Series Collaborative for Improving Child Care and Head Start Quality**

The purpose of the information collection is to set the stage for the work to be done during the Learning Sessions. Information gathered through group work helps the Core BSC Team develop a plan for data gathering. The Study Team will use the written documentation from the Pre-Work Assignments to describe the BSC process for the Feasibility Study.

This information is planned to be used to further the proper performance of the functions of the agency by examining processes and specific activities through which quality improvements may be made and sustained in child care and Head Start settings.

Public reporting burden for this collection of information is estimated to average two hours per response. This collection of information is voluntary and all responses collected will be kept private to the extent permitted by law.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this information collection is 0970-XXXX and the expiration date is XX/XX/XXXX.

## Culture of Continuous Learning Project: A Breakthrough Series Collaborative (BSC) to Support Social and Emotional Learning Practices Metrics: Data Collection Planning

This worksheet is intended to help you think about how you will collect and share the monthly and periodic metrics as part of the Breakthrough Series Collaborative to Support Social and Emotional Learning Practices. We hope that you will find it to be a helpful tool in your planning efforts!

Metric	How will the data be collected?	Who will collect the data?	When will the data be collected? Where will it be collected & stored?	What tools, resources and supports do we need?
<b>1. Child Attendance:</b> Total # of children (including full-time and part-time students) who were absent for any reason (planned, excused, or unexcused) 0, 1, or 2 times during the month				
<b>2. Teacher Attendance:</b> Total # of teaching staff (including teachers, assistant teachers, paras, etc.), regardless of whether they are full-time or part-time, who were absent 0, 1, or 2 times during the month				
<b>3. Behaviors that are perceived as challenging:</b> # of times there was a behavioral disruption/behavior perceived as challenging in each classroom each day during a selected week each month (Also note in comments if there are differences by the race of the				

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children who are identified as having behaviors perceived as challenging)				
<b>4. Children Making Progress As Determined By Social-Emotional Assessment:</b> # of children who have made developmental progress in the social-emotional domain of an approved assessment tool				
<b>5. Parent Communication:</b> Total # of children about whom parents/caregivers are engaged in two-way conversation with classroom staff member each day				
<b>6. Caregiver's confidence at home:</b> # of parents who report that they feel confident and comfortable in promoting their children's social and emotional competencies and preventing/responding to challenging behaviors at home				
<b>7a. Staff Perceptions that the Center is Culturally Responsive:</b> # of staff who report they feel that the center is culturally responsive				

Metric	How will the data be collected?	Who will collect the data?	When will the data be collected? Where will it be collected & stored?	What tools, resources and supports do we need?
<b>7b. Family Perceptions that the Center is Culturally Responsive:</b> # of families who report they feel that the center is culturally responsive				
<b>8. Teaching Staff Feeling Comfortable Managing Children's Behaviors:</b> # of teaching staff who respond that they felt comfortable or confident in promoting pro-social behavior and managing and/or responding to children's behavior in the classroom in the week prior to the data collection				